

# **SUPERVISION OF YOUTH OFFENDERS**

## Definition of Supervision:

Supervision is a process where a person in authority uses specific communication skills to promote the cooperation of a subordinate by defining available choices consistent with staff and agency goals.

1. What are characteristics of ineffective and effective supervisors?

Ineffective

Effective

2. Effective supervision involves rewards. What rewards do you have the authority to give at your agency?

3. Consistency is critical in providing effective supervision. How can you be consistent in your supervision of youth?

4. What is one thing that you are willing to do to be more effective in your supervision?

# **GOALS FOR EFFECTIVE SUPERVISION**

1. Clearly communicate expectations and directions.
2. Motivate residents to follow directions with minimum resistance.
3. Encourage residents to engage in tasks established by supervising staff.
4. Reward positive performance.

# THE MIND SET OF A GOOD SUPERVISOR

**Recognize the Assets and Liabilities of Power:** You are clearly in a power position with the youth you work with. To be effective you need to see yourself as a representative of the agency rather than an independent agent. If you are unable to separate yourself from your own sense of personal power, you are likely to be continually drawn into power struggles. With power also comes the responsibility to confront or follow-through.

***Power Plays:*** Power plays are a basic tool of the 10 percent who may be resistant. Two people who hold opposing views in a no-win situation, may get into a power struggle. The power issues may get distorted when power is personalized or avoidance occurs.

***Personalizing:*** Making a request or giving a directive in such a manner that lack of compliance is seen as resistance or rejection of the individual, rather than the task or rules.

***Avoidance:*** Failing to confront when necessary. This may be perceived as a weakness and invite continued resistance or inappropriate behavior.

**Assume Compliance:** It is natural when dealing with a youth with a history of resistive behavior, to anticipate further resistance. Unfortunately, the result of this mindset is that you tend to project body language that conveys anticipation of resistance. Conversely, if you assume compliance, the body is more prone to maintain a comfortable, non-challenging posture.

**Be Consistent and Impartial:** While consistency is a desirable goal (since it is part of teaching responsibility) it is often difficult to achieve. In an institutional setting, there may be different expectations on different shifts by different staff. In the field, juveniles may be aware of different expectations set by different staff. None of these are valid excuses for you not being consistent in the way you deal with offenders you supervise. It is also imperative that you avoid both favoritism and prejudice, as each provides an opportunity for resident manipulation. Consistency and

impartiality work for the youth offender just as providing boundaries for children tends to reduce anxiety and inappropriate behavior.

**Understand the need for Immediacy:** The other part of the formula for teaching responsibility is immediacy. (*Immediacy* plus *consistency* equals teaching *responsibility*.) The greater the time between a resistive and or acting out behavior and the consequence, the more the offender has an opportunity to “neutralize” his or her responsibility for the behavior.

⇒ It is not severity of the consequence that changes behavior it’s the certainty that there will be a consequence.

⇒ It is also important that there is a high probability that if there is a violation, there will be consequences. (I.E. if you only get a ticket every 25th time that you speed, you are less likely to see the link between behavior and consequence than if you get a ticket every time you speed..

⇒ In a community setting, we rely on the monitoring process to provide time and certainty to supervision. Therefore, it is critical to have an effective *monitoring plan*.

**Be Willing to Negotiate:** Teaching responsibility involves the opportunity to make choices and learn from the experience that goes with the choice. Youth do not have an opportunity to learn to make responsible choices without the ability to choose. If you understand that your goal is *to teach*, then any choice the youth makes becomes a potential learning experience.

**Be Aware of Verbal and Non-Verbal Communication:** What body posture promotes cooperation? Although we may recognize body language that promotes cooperation it is important to remember that body language is cultural. Therefore, it is critical to “check out” your interpretation of body language.

Often “how” we say something is as important as “what” we are saying because of the “tone” and “volume” of our voice. Both the volume and tone can be purposeful and controlled. We want to be as intense or involved as the situation calls for, but not loud. Out shouting someone may not resolve the situation. Certain words are inflammatory. Have you ever seen someone take one word or statement that slipped out of your mouth and use that word or statement to hurt you? Be careful in what you say.

## **SAMPLE PLANNING STEPS FOR A COMPLEX TASK:**

1. Identify goal. (For demonstration purposes, this is an example used in an institutional setting):

***To move the youth from your living unit to Spruce Cottage before dinner at 6:00 p.m. so that a new intake can be placed into the old room before recreation.***

2. Make a plan (answer who, what, where, when, how).

***Who: John Smith***

***What: Gather personal property, pack in boxes, clean room (what does a clean room look like), inspect room, move to Spruce room 6.***

***When: Prior to dinner at 6:00 p.m. It is now 4:30 p.m.***

***Where: Moving to room 6, Spruce Cottage.***

***How: Negotiable as long as cleanliness and time limit is met.***

3. Answer questions (the resident, the task).

***Why: Earned level upgrade must move before dinner because the room is needed tonight for someone else.***

4. Identify what is negotiable.

***How personal items are packed time frame as long as he is done before 6:00 p.m.***

5. Identify what motivates the young person (if known).

***More personal freedom wants to have radio/tape player in room but can't in this unit, more privacy if he moves to new unit.***

6. Identify rewards or consequences for the resident's possible positive or negative responses.

***Better room assignment, more privileges and personal items allowed. If he doesn't finish before 6:00 p.m. he will have to share his room tonight with someone else or miss recreation.***

# **CLASS EXERCISE WORKSHEET**

## **SKILL STEPS FOR PLANNING**

Describe a typical supervisory contact with a youth:

1. Identify goal.
2. Make a plan (answer who, what, when, where, and how).
3. Answer questions (the residents, the task).
4. Identify what is negotiable.
5. Identify what motivates the resident (if known).
6. Identify rewards or consequences for the residents possible positive or negative responses.

## **SUPERVISION SKILL STEPS (COMPLIANT YOUTH)**

STEP 1: Give instructions which answer who, what, where, when, and how. Use the resident's name and say "please".

***For example: "Kelly, please pick up the chairs on the deck and put them on top of the tabs. Please begin the job now and complete it within 30 minutes".***

STEP 2: Ask if there are any questions.

***For example: "Kelly, do you have any questions?"***

STEP 3: Demonstrate the task if necessary.

***Make sure they have the skills to do the task. How will you know? Ask them to describe what they should do or to demonstrate the skill for you.***

STEP 4: Inform the resident of possible rewards for completing the task.

***For example: "Kelly, once you complete this job you can return to the game room".***



# RESPONSE TO RESISTANT YOUTH

Below are skill steps, which respond to resistant youth. Use this progressive response only after resistance is identified, either during interaction described on or through a clear lack of compliance on their part.

STEP 1: Use the youth's name and say "you are expected to," or "the expectation is."

***For example: "Kelly, you are expected to put the chairs on the table," OR "Kelly, the expectation is that you are to put the chairs on the table".***

STEP 2: State the possible rewards for completing the task AND consequences for not completing the task.

***For example: "Kelly, if you complete this task you will be able to return to the game room. If you do not complete the task you will be sent to your room".***

STEP 3: Wait for an indication of the youth's behavior choice.

STEP 4: Withdraw.

STEP 5: Follow through with the consequence if no compliance.

## **GROUP SUPERVISION SKILL STEPS (COMPLIANT GROUP)**

STEP 1: Address group and say please.

STEP 2: Give directives and include time limits.

*For example: Give instructions answering the who, what, when, where, how if the task is new or complex.*

STEP 3: Answer legitimate, reasonable questions.

*For example: If the task is new or complex, ask, if there are any questions.*

STEP 4: If apparent compliance, withdraw.

*For example: If unable to physically leave area, distance yourself from the group.*

# **SAFETY AND SUPERVISION**

Personal safety is always a factor in dealing with youth who act out violently. Consider the following safety tips when engaging in supervision:

1. Inform other staff of your location and purpose.
2. Listen and watch before entering group location.
3. Identify where other staff will arrive, if needed.
4. Identify any and all escape routes.
5. Observe each member of the group for signs of threatening behavior.
6. Take a quick count and locate all residents in area.
7. Identify the youth(s) you know.
8. If possible, position yourself between the youth in question and exits.
9. If a serious problem arises, try to observe the following and keep your observations in your mind for the incident report that must follow.
  - \* Who is the confrontation between?
  - \* What caused the incident?
  - \* How long was it in progress?
  - \* Are there weapons?
    - \* Who has them?
    - \* What types of weapons?
10. Read the logbook and talk to staff of previous shift in the case of group care facilities.
11. Visualize the “worst case scenario” and practice your response.
12. Review the program policies and procedures.

# SUGGESTIONS FOR EFFECTIVE SUPERVISION

## Keep promises

All caregivers must know the limits of his or her authority.

**Example:** A caregiver must not tell the youth that he or she is going home at a specific time.

All too often, a youth is promised something by a staff only to discover later that the staff does not have the authority to keep his or her promise. The result is that the youth may feel he or she is being manipulated and the staff has not treated him or her fairly.

The caregiver serves the youth well by preserving the boundaries of authority within the supervisory relationship. While the caregiver may demonstrate a friendly interest in the youth's attitude and behavior, he or she must always be alert to any effort to undermine the supervisory relationship. The staff's actions towards influencing the youth's attitude and behavior are the major factor in preventing the undermine of authority.

## Be friendly, but avoid familiarity

You can demonstrate friendliness and sincere concern for residents by being courteous, patient, respectful and willing to listen to their problems. When necessary, you can give assistance within the limits of the rule and regulations of the agency.

## Watch for manipulation strategies

Familiarity occurs when a staff makes personal references to his or her activities during off-hours. A staff's description of personal behavior at home and during leisure hours exposes him or her to close examination by the resident (I.E. poor practice of supervision). Certain personality characteristics and small peculiarities may be interpreted as weakness by the

youth, who may refer to knowledge of the staff's life and behavior in the presence of other residents.

Telling personal anecdotes or making comments about another staff's performance is another kind of familiarity that should be avoided. Residents should not be given any evidence for concluding that staff are stupid, incompetent, or weak. All too often, residents already have negative opinions of staff and it is an error to give them any support for their opinions.

Avoid gossip with residents about other residents

The caregiver's opinion of a resident may eventually get back to the resident being discussed. If the staff's comments have been uncomplimentary, the resident will become angry. If the staff gossips about one resident, it will be assumed that he or she gossips about all the others. Above all, the staff should never make cutting or personal comments about other staff members.

Avoid talking about residents with other team members where you can be overheard

It is important to discuss issues concerning those you supervise with other team members. When doing so, be aware of those around you. Make sure there is no one close enough to hear you, that should not be hearing the conversation. Be mindful of the volume at which you speak. Be mindful of the content of your message. Often, we are most embarrassed to find out that a resident overheard your conversation when the conversation is inappropriate and unprofessional.

# PLANNING STEPS FOR SUPERVISION

Clearly communicating expectations and directions is critical to effective supervision. Subsequent to engaging in actual supervision, it is important that you consider the following items in preparation:

STEP 1: Identify your goal. What do you want to accomplish?

## Example

STEP 2: Make a plan. Answer the following questions:

- a. Who?
- b. What?
- c. Where?
- d. When?
- e. How?

## Example

STEP 3: Answer the why question. Most common questions are:

- a. Why are you telling me to do this? (the person chosen)
- b. Why do we need to do this, anyhow?

STEP 4: Identify what is negotiable.

What are examples of negotiable points when supervising a youth?

STEP 5: Identify what possibly motivates him/her.

## Example

STEP 6: Identify any rewards or consequences for the youth's positive or negative response.

## Example

# EFFECTIVE DISCIPLINE

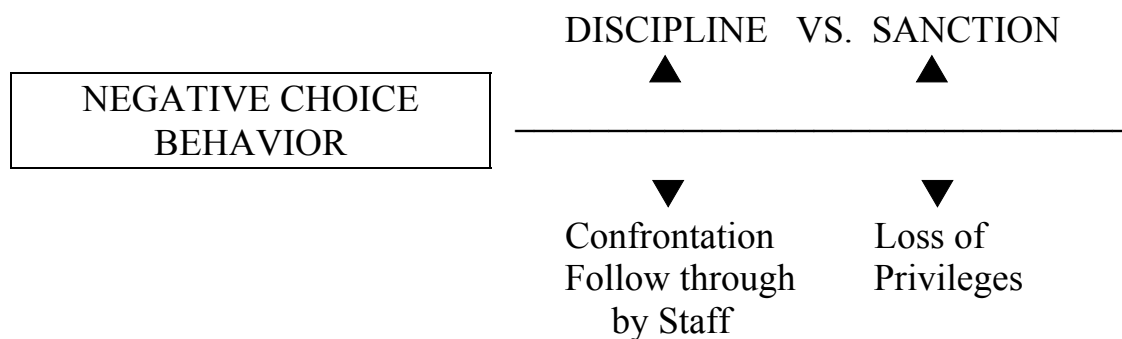
## Definition of Discipline

Discipline is a process used by a person in authority toward a subordinate where the person in authority teaches the subordinate to accept personal responsibility for his or her actions.

Effective discipline will:

- ⇒ Teach people the connection between behavior and consequences.
- ⇒ Emphasize choice.
- ⇒ Provide accountability for behavior choice.
- ⇒ Incorporates constructive learning.

Discipline is a process which may result in sanctions (consequences) but is ***distinct from (not driven by) punishment.***



Prompt confrontation and follow through by the staff is most effective in teaching the youth to accept responsibility for his or her actions.

# STUMBLING BLOCKS TO EFFECTIVE DISCIPLINE

## **Too long of a time delay:**

Discipline becomes less effective when time passes between the youth choosing to violate rules or laws and the youth receiving a reasonable consequence for that violation.

The longer the time delay, the less likely the youth is to connect the behavior with the consequence and accept responsibility.

### **Example**

Janice skips school three times in January and twice in February. In June, the absences are finally discovered and she receives after school detention time.

## **Failure to assess for skill and deficiencies:**

A common error in discipline is moving too quickly to emphasize the consequences of continued behaviors.

It is critical throughout the process of discipline to determine whether continued behavior on the part of the youth is due to will or skill.

**WILL** is simply the young person's desire to change his or her behavior or do the task. Is he or she willing to comply?

**SKILL** relates to whether the young person has the skill to change his or her behavior or do the task. Is there a skill deficiency?

## **Not informing resident when sanction is imposed:**

Whenever possible, it is best to inform the resident of the sanction to be imposed as soon as is feasible. This allows the resident to connect the behavior with the sanction.



**Poor communication regarding sanctions with other staff on duty:**

It is imperative when you impose a sanction to inform the other staff on duty of your actions. It may also be pertinent for staff that are not on duty at that time. So it is important to communicate your decision both verbally and by appropriate documentation. Make sure you inform completely, too much information is always better than too little.

# DISCIPLINE SKILL STEPS

Skill steps -- as follow-up to giving choices (Supervision Unit)

- STEP 1: Refer to the young person by name and restate the problem behavior or violation.
- STEP 2: Ask "What are you doing?" This is not asked to listen to excuses but rather to gather information.

***What does staff do if the youth refuses to answer or gives an inaccurate response?***

- STEP 3: Ask "What did I say would happen?"  
***If there is no response from the youth.***  
Restate consequence and follow through.

***Negotiation is not acceptable at this point.***

***For consistency you must follow-through with the consequences.***

# CRISIS MANAGEMENT

In order to effectively deal with any high intensity crisis situation (e.g., angering), we need to thoroughly learn the behaviors for effective intervention. This means the following things must happen:

- 1) You must learn specific, appropriate skills in an environment conducive to practicing and refining the skill. An environment where mistakes are “safe” and specific feedback is provided to shape your use of the skill.
- 2) You must learn in times of crisis to act in a positive, controlled manner. This means you are directing and controlling your total behavior: (thinking, feeling, and doing) toward effective resolution.
- 3) You must also learn to evaluate different types of situations in their true perspective, not allowing your emotions and expectations to color the situation. You will need to diagnose a situation based upon specific criteria that will lead to an objective decision-making process and appropriate intervention.

# FORMALITY

Formality is concerned with the “how” of the intervention. The following are aspects to consider when your goal is verbal defusion.

**Get the facts before you act.** We tend to act upon the information we perceive. The more information you have, the higher your probability of appropriate action.

**Start at the lowest level of intensity necessary.** Remember, you can always increase your intensity if necessary, but it’s very difficult and awkward to backdown.

**Consider your body posture (as well as their body posture).** It is important that your body posture is non-threatening and increases your level of safety.

**S**tance - slightly bent knees

**H**ands - up and above the waist

**O**pen - hands and eyes

**T**urn - body slightly

**Be aware of the impact of auditory perception.** It is not only what you say but *how* you say it. Keep in mind:

**Tone** - try to avoid inflections of impatience, condescension, inattention, etc.

**Speed** - deliver your message at an even cadence or rhythm.

**Volume** - keep the volume appropriate for the distance and situation.

Select carefully which words you want to inflect or emphasize. The following phrases, for example, can have different meanings dependent upon emphasis or inflection:

“**What** do you want?”

“What do **you** want?”

“What do you **want**?”

Lastly, be sure to use vocabulary understandable by your “audience”. None of us like to feel like we are being talked down to. One of the ways this happens is when we use words we “think” will make us sound intelligent or educated. Remember your task is to communicate effectively, not impress.



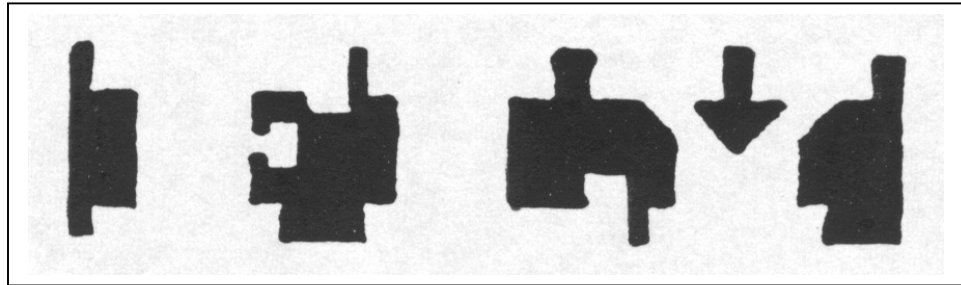
# PERCEPTION

Have you ever noticed that you sometimes “see” the same person differently than your friends or associates do, or that when something happens, people will describe the same event differently? The reason for this difference is PERCEPTION. We all perceive the world based upon our experience of it and all of our experiences are different. Look at the following illustration. What do you see?



Some people will see an old woman, some will see a young lady, if you look long enough, you'll see both! Which is the “right way?” Neither! Whether you see the young lady or the old woman is simply your perception at that time. The thing to understand is that it is our perception that determines our experience.

Take a minute to look at the following symbols. Be creative, see how many things you can identify:



Did you see the word? The word is **FLY**. If you don't see it yet, look at the white between the black. Once you see the word, it becomes your perception, or your experience with the exercise, and you wonder why everyone can't see it! The difference between your first experience and your second was your perception. Why did your experience change? Simple, you got more information. That is one of the key's to working effectively with people. You need to provide enough information so that people will perceive themselves and situations similarly enough to agree on an experience. Perception is important because:

- Everyone perceives the world differently and behaves based upon their chosen perception.
- Effective communication between people requires some awareness of their perception of a situation.
- Conflict resolution requires reaching an agreement on a common or shared perception from which to proceed.

# PROBABILITY

Let's talk about how people act. Have you ever noticed that you tend to do the same things over and over? You go to work, eat lunch with the same people, go home, watch certain TV shows, go to bed at set times, etc.. The way we live our lives tends to follow patterns.

So while we are in control of the choices we make (Control Theory), we tend to repeat those sets of behaviors we are comfortable with and which we think may be effective at getting us what we want. This is particularly true with angering behavior. Consider your relationships as an example. Have you noticed that the issues you argue about are usually the same ones over and over (typically, in-laws and money!)?

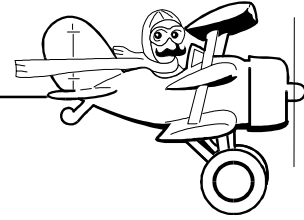


## TOTALITY OF CIRCUMSTANCE

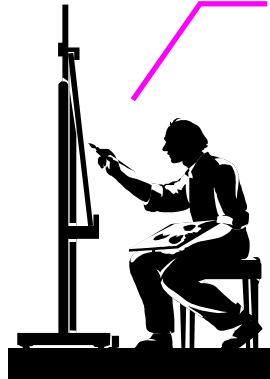
We can handle some degree of change in our lives. There comes a point however, when we are having too many things change all at once, or one change is so difficult (i.e. divorce, death of a loved one) that we can't take it anymore without feeling angry and threatened or overwhelmed. We call this totality of circumstance.



**IN A NUTSHELL!**



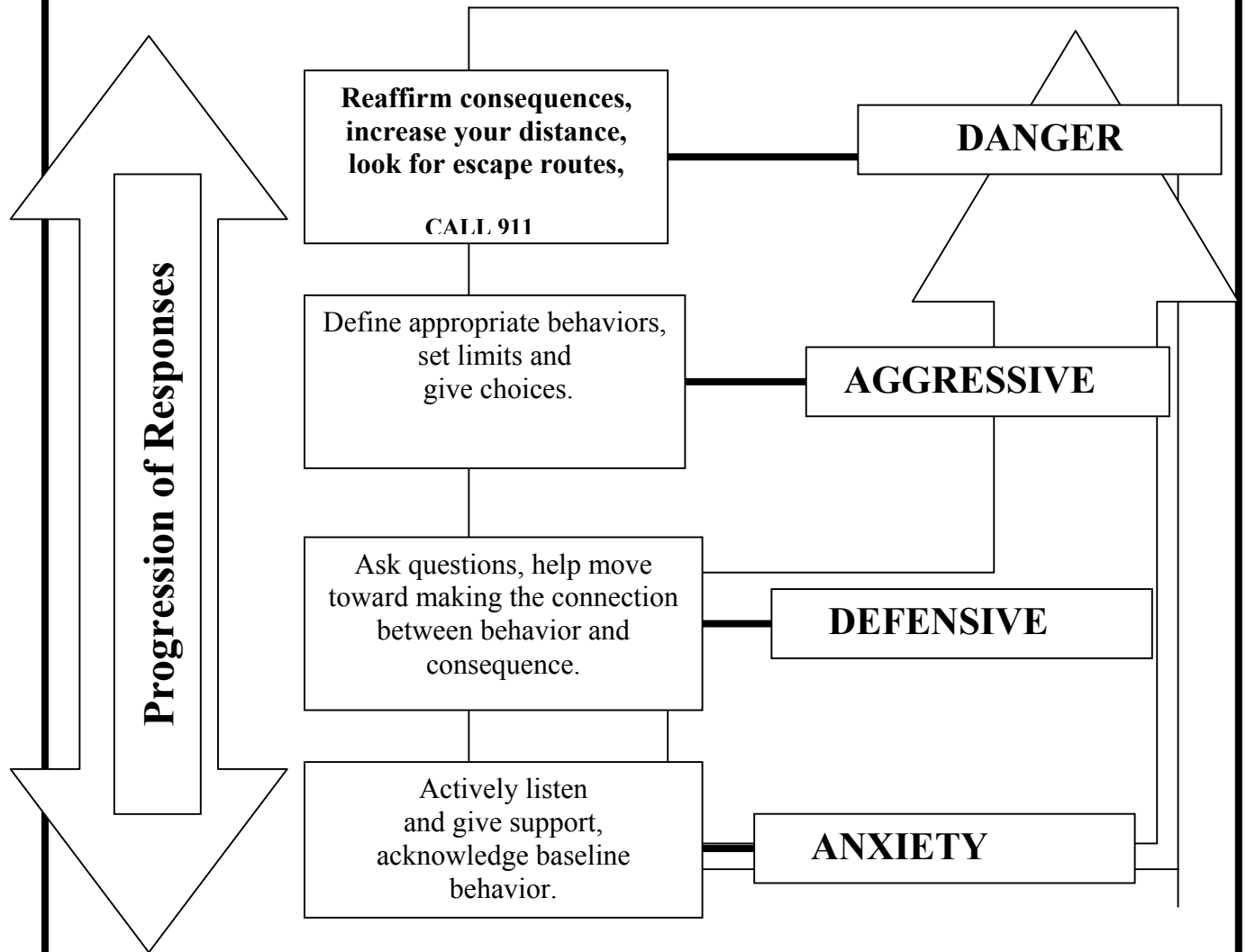
In crisis management we must realize that people choose their behavior for a reason and usually return to behaviors that have worked in the past. But we must also keep in mind that little things add up and what may seem like “no big deal” to us, may be the “last straw” for someone else.



TO WHOM IT  
MAY CONCERN  
I HAVE CUT  
OFF HALF OF  
MY EAR, I'M  
RUINED!

SIGNED,  
THE ARTIST

## Progression of Behaviors and Responses



## Progression of Behaviors

# VERBAL DEFUSION TECHNIQUES

## WHAT IS ANXIETY BEHAVIOR?

**DEFINITION:** *The perceived possibility of some threat or lack of need fulfillment, and are no threat to the survival system.*

### FEEL

Heart Pumping  
Short of Breath  
Tingling  
Bombarded  
Worried  
Problem seems  
unsolved

### LOOK

Sweating  
Pacing  
Twitching  
Chain Smoking

### SOUND

Chattering  
Stays on the same subject

## **VERBAL DEFUSION TECHNIQUES**

### **ANXIETY BEHAVIOR**

#### **SKILL STEPS**

*Focus on being supportive and non-judgmental. Use active listening skills and respond to content and feelings being expressed. Be positive and reassuring.*

1. ASK OPEN-ENDED QUESTIONS AND LISTEN ATTENTIVELY TO THE ANSWERS.
2. RESPOND TO BOTH THE FEELINGS BEING EXPRESSED AND THE CONTENT BEING COMMUNICATED.
3. GIVE NON-JUDGMENTAL FEEDBACK THAT SUMMARIZES THE RESIDENTS VIEWS.
4. OFFER ALTERNATIVES IN A SUPPORTIVE MANNER.

REMEMBER: YOUR INTENT IS TO GAIN A RESPONSE, GAIN INFORMATION ON WHY ANXIETY BEHAVIOR IS PRESENT. USE THE NON-THREATENING BODY LANGUAGE STANCE WHEN USING THE SKILL STEPS.

# VERBAL DEFUSION TECHNIQUES

## WHAT IS DEFENSIVE BEHAVIOR?

**DEFINITION:** *The person focuses more intently on surviving the crisis (their system creates more energy i.e. endorphins, adrenaline, epinephrine and norepinephrine). Resulting in the hearing, sight and thinking to becoming more focused or narrowed.*

### FEEL

Stuck on a idea  
or problem

Repeats ideas over  
and over

### LOOK

Protective of space  
but quick to  
crowd others  
Doesn't seem to listen  
  
Can't sit still

### SOUND

Rapid speech  
  
Loud

## **VERBAL DEFUSION TECHNIQUES**

### **DEFENSIVE BEHAVIOR**

#### **SKILL STEPS**

*Concentrate on turning down the heat. Defensiveness can or will escalate into aggressive behavior unless you intervene. You should try to work at getting through the sensory (visual and hearing) shutdown.*

1. MAINTAIN A COMFORTABLE DISTANCE AND USE BODY LANGUAGE (OPEN HAND GESTURES) AND VOICE TONE TO GAIN ATTENTION.
2. DESCRIBE THE CURRENT BEHAVIOR AND HOW IT DIFFERS FROM USUAL OR BASELINE BEHAVIOR.
3. ASK OPEN ENDED QUESTIONS TO GATHER INFORMATION OR MAKE STATEMENTS THAT HELP THEM THINK ABOUT THEIR BEHAVIOR AND CONNECT THEIR CHOICES WITH CONSEQUENCES.

# VERBAL DEFUSION TECHNIQUES

## WHAT IS AGGRESSIVE BEHAVIOR?

**DEFINITION:** *The resident begins to release built up energy. This is displayed by incessant questioning, refusal to cooperate, and verbal attacks. The residents sensors are narrowed and focused on his built up energy.*

### FEEL

High energy

### LOOK

Non-verbal behavior  
Protects personal space  
Face may redden  
Muscles tighten  
May throw items away

### SOUND

Incessant Questioning  
Refuses to comply  
Verbal attacks

# **VERBAL DEFUSION TECHNIQUES**

## **AGGRESSIVE BEHAVIOR**

### **SKILL STEPS**

*The focus should be on moving the subject from emotion (non-thinking) to content (thinking). Staff should be defining appropriate behavior, setting limits, and giving choices.*

1. ACKNOWLEDGE THE YOUTH'S BEHAVIOR.
2. CLEARLY DEFINE APPROPRIATE BEHAVIOR AND SET LIMITS OR EXPECTATIONS.
3. ASK, "WHAT DO YOU WANT?"
4. IF THE "WANT" IS REASONABLE, ASK, "IS WHAT YOU'RE DOING GOING TO GET YOU WHAT YOU WANTED?" (IF UNREASONABLE, GO TO STEP 5).
5. GIVE THE YOUTH A CHOICE.
6. WITHDRAW, WAIT QUIETLY.

**REMEMBER: KEEP YOUR AUDITORY LEVELS NORMAL (DO NOT GET ANGRY ALONG WITH THE RESIDENT). KEEP YOUR DISTANCE AND DURING THE CONFRONTATION KEEP YOUR TACTICAL POSITION (S.H.O.T.), IT MAY BE YOUR ONLY DEFENSE.**



# VERBAL DEFUSION TECHNIQUES

## WHAT IS DANGER BEHAVIOR?

**DEFINITION:** *The resident's energy is focused into a fight or flight survival reaction. High probability or a meaningful attempt of threat completion. The verbal attack becomes very focused and more intense.*

### FEEL

Feet spaced apart  
Muscles contracted  
Neck muscles prominent  
Eyes set  
Fists clenched  
Throwing of items  
-towards you

### LOOK

Verbal attack is  
-toward loved ones  
-property or self  
Persistence

### SOUND

Rage

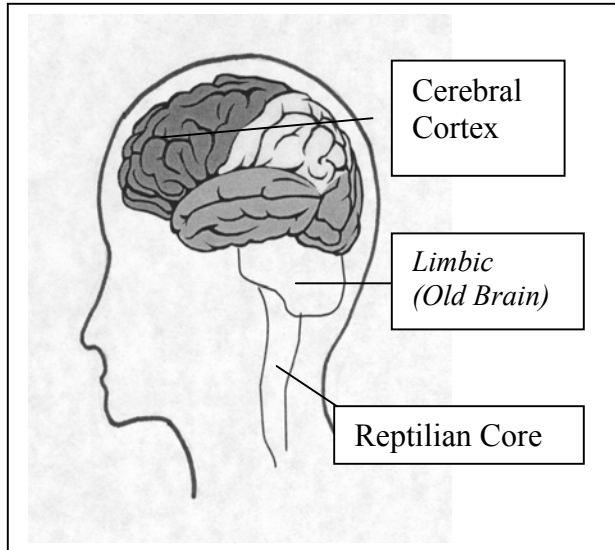
### SPECIAL CONSIDERATIONS

- \* Take threats seriously.
- \* Increase distance between you and the individual.
- \* Look for escape routes, obstacles in room to put between the two of you.
- \* Maintain a non-threatening body language.
- \* Call 911 for help when an attack appears imminent.
- \* STAY CALM sudden actions can precipitate a violent reaction or panic in a dangerous person.

# VERBAL DEFUSION TECHNIQUES

## PHYSIOLOGY OF CRISIS

### THE FIGHT OR FLIGHT EMERGENCY REACTION



Psychologists speculate that when our prehistoric ancestors were confronted by a charging animal. It was maladaptive to them when they were instantly alarmed, ready for action, to either fight or flee. The fight or flight emergency reaction is mediated by the sympathetic nervous system. The sympathetic nervous system controls the internal functions of the human body.

The immediate situational reaction to stress is mediated by the sympathetic nervous system and includes these bodily changes:

1. The rate strength of the heartbeat increases, which allows oxygen to be pumped more rapidly throughout the body.
2. The spleen contracts releasing stored red blood cell to carry the oxygen.
3. The liver releases stored sugar for the use in the muscles, for immediate action.
4. The blood supply is redistributed from the skin and viscera to muscles and brain.
5. Respiration deepens.
6. The pupils dilate.
7. The blood's ability to seal wounds is increased.

Emotions contribute to the activation of the body's emergency reaction. The underlying strong feelings are anger, fear and joy. It is either anger or fear emergency reaction that we will most often see in the correction situations. With the automatic aspect of our emotions controlled by the brain's limbic system, which is seen as the old brain, there is often no conscious control. The cortex, or the thinking part of our brain, does not respond. An emergency reaction releases hormones into to blood stream, under the regulation of the Reptilian Core.